

# IHE Master's of School Administration Performance Report

## UNC Chapel Hill

2013 - 2014

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### Overview of Master's of School Administration Program

The MSA (Master of School Administration) prepares individuals to lead schools and other educational organizations. It includes three dimensions: (1) awareness (acquiring concepts, information, definitions, & procedures); (2) understanding (interpreting knowledge to school environments, integrating concepts with practice, as well as using knowledge and skills in context; and (3) capability (applying knowledge and skills to specific problems of practice). The focus of study is executive leadership at the school site, with an emphasis on the principalship. The program is approved under the 2010-2011 revisioning guidelines of NCDPI and is sanctioned by UNC General Administration. The On-Campus MSA requires 39 credits hours of study (45 for Principal Fellowship recipients) that includes 27 hours in the major (with a concentration in curriculum and instruction, curriculum alignment, and clinical supervision) plus 12 hours in a field-based internship and an internship seminar. Full-time students complete 4 or 5 courses/12-15 credit hours of course work per semester in the first academic year. Of the nine first-year courses, seven are portfolio-related under the revisioned MSA. In Year 2, students complete a comprehensive, structured internship and a yearlong seminar that integrates these internship experiences. The Off-Camp MSA Program accommodates practicing educators who cannot or do not want to stop working to pursue their professional goal of becoming school-site executives. The Off-Camp MSA includes the same courses as its on-campus counterpart and is staffed by the same professors as the on-campus program. It is scheduled around students' regular work commitments to facilitate their attendance and engagement. It also utilizes face-to-face sessions at locations convenient to the students' regular work places in addition to a variety of distance education activities (using Sakai) that students access from their homes or from the schools where they work. The cohort-based Off-Campus Program takes five semesters to complete. There are currently three operational off-campus cohorts: one each in Orange, Chapel Hill and Alamance-Burlington counties. The location of the next cohort, scheduled to begin in January 2014, is not yet determined. There are approximately 75 educators in the MSA cohorts from Durham, Orange, Forsyth, Wake, Alamance-Burlington, Chapel Hill-Carrboro, Cumberland, Lee, Charlotte-Mecklenburg, Camp Lejeune (DoD), Moore, Granville, Franklin, and Guilford counties. The several course adjustments made in the revisioning process have substantively increased emphasis in such areas as professional learning communities; analysis and interpretation of data sets; teacher retention research and best practices; Teacher Work Conditions surveys; teacher/parent/community empowerment strands; and practical applications associated with the NC Pre-Service Executive Standards. A revised document, complete with the aligned standards of accrediting agencies, national organizations, and the NC State Board of Education, plus syllabi, internal assessment procedures, and direct links to the new NC Standards was approved by NC DPI and UNC GA. The cohorts admitted in Fall 2010 and beyond have been matriculated under the new program, and the 2012 on-campus cohort completed the first artifact-related portfolios associated with the new structure. These portfolios were reviewed by NCDPI in summer

2012. The next review will be summer 2014. This IHE report is due before those results, and we will respond to those findings in the 2015 IHE report.

The part-time MSA option has been effective from the spring semester 2014 to accommodate students who wish to study on-campus on a part-time basis. UNC is the only MSA degree granting institution that previously required full-time, on campus study. Offering this new part-time, on-campus option has expanded the pool of highly qualified prospective candidates.

### **Special Features of the Master's of School Administration Program**

The MSA Program's commitment to diversity is demonstrated by its student enrollment: 25% of 2014 graduates were African-Americans; 71% were female. The program MSA faculty is 37% African-American and 60% female. The MSA Program emphasizes leadership for equity, social justice and academic excellence. All first year courses incorporate field-based projects requiring students to spend significant time in NC public schools, addressing unique challenges (e.g. teacher recruitment and retention projects; several full-day shadows of school executives; interviews of human resource and financial personnel; visits to technology-rich schools; field trips to a wide variety of family/social service based organizations in order to integrate services for the "whole" child). Many classes employ a significant degree of work with authentic case studies that speak directly to real, ongoing executive challenges in NC schools.

A special feature of the on campus MSA Program is the second year, full-time, 10-month internship, usually completed as an Assistant Principal. The internship is a comprehensive, well-supervised experience where students integrate their knowledge and applied skills for the promotion of positive educational practices. On campus students are present at the internship site for a minimum of four (4) days per week. On the fifth day, interns participate in a yearlong reflective seminar complementing the field activity. Off-campus students with full-time internships have a similar schedule, while part-time interns meet on a regular basis for their internship seminar. All internship supervisors meet stringent criteria: first, they possess terminal degrees; second, all supervisors have previous school and/or district level executive experience; third, all supervisors meet face-to-face with interns and their principal mentors a minimum of three (3) times per semester to access progress; fourth, all interns are required to deeply embed the pursuit of social justice and equity that is rooted in improvement in academic achievement by marginalized/at-risk students. The MSA Program is cohort-based, with each cohort completing the program together over the course of two years (or, in the off-campus program, two-and-a-half years). During the first year, in addition to courses, students receive professional development. During the second year, the cohort attends class together one day per week at different schools. Since the cohorts are small, students and faculty get to know each other personally. Faculty are involved in the students' careers, building networks and supporting them. UNC-CH is an active participant in the Principal Fellows program.

A recent *US News and World Report* graduate school ranking in Educational Administration names UNC's program as the 10th best in the nation from among the 565 public and private universities that offer these degrees nationwide. The UNC-Chapel Hill program is the only ranked program in the state (public or private) and only one of two in the southern US. UNC-CH was tied in being ranked first by school superintendents for the effectiveness of leadership demonstrated by program graduates.

## Direct and Ongoing Involvement with and Service to Public Schools

LEAs/Schools with whom the Institution has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools and Rationale	Activities and/or Programs Implemented to Address the Priorities	Starting and Ending Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
<b>MINORITY ACHIEVEMENT INITIATIVES:</b> Alamance-Burlington,, Camp Lejeune (DoD) Schools, Chapel Hill-Carrboro City Schools, Chatham County, Cumberland County,, Durham County,, Guilford County, Lee County, Moore County, Orange County, Person County, Wake County, Winston-Salem/Forsyth	(1) <i>Minority achievement</i> through focus groups and feedback to learning communities	All interns are required to develop and apply a project at their school site relating to closing the achievement gap via instructional growth, increased enrollments in advanced classes, diversity training, intercultural experiences, cultural audits, etc.	July 2013-May 2014 (~25 full-time @ 40+ hrs./week; 8 @ ~10-12 hrs./week	37 interns; student population of served schools= ~25,000	All interns developed and applied a project at their school site relating to an increase in social justice and equity. Applied project samples were related to: 1) closing the achievement gap; 2) instructional improvements/clinical supervision (100%); 3) increased enrollments in advanced classes, 4) diversity training, 5) multi/intercultural programming, 6) cultural audits.
<b>CLINICAL SUPERVISION: TPAI; SYSTEMATIC DATA GATHERING:</b> Alamance-Burlington,, Camp Lejeune (DoD) Schools, Chapel	(1) <i>Innovation in public schools</i> through increased understanding of classroom-based problem solving resulting in improvement	All interns conduct 20-50 observations per year under the new NC TEP, systematically gathering specific, observable, measurable data based on preconference focus	July 2013 - May 2014	37 interns ~1000 observations ~300 faculty observed	Provides for increased teacher capacity in instruction, reduction in achievement gap, increased emphasis on 21st Century skills. Facilitates principal mentor

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Hill-Carrboro City Schools, Chatham County, Cumberland County,, Durham County,, Guilford County, Lee County, Moore County, Orange County, Person County, Wake County, Winston-Salem/Forsyth	of instructional effectiveness	areas, and then use these data for extensive post-conference discussion, interpretation, and decisions that contribute to improved student achievement.			dedication to complementary personnel challenges that might not be otherwise effectively addressed.
<b>MSA REVISIONING:</b> Formal partnership with Alamance-Burlington, Chapel Hill-Carrboro, Chatham County, Orange County. Agreements also in place with any county in which an intern serves.	1) <i>Preparation of 21st century professionals</i> in regard to understanding of organizational change and leadership for new principals. (2) <i>Governance and support by 21st century systems</i> through technology implementation as related to student achievement.	Each school district provides an ongoing representative/liaison to the MSA program for the purpose of revising the MSA to accommodate the NC Executive Standards and the continued promotion of environments and school cultures that are more receptive to 21st Century Learning.	August 2013-June 2014; ongoing public school partner meetings in future: minimum 4 per year	Student population of these districts exceeds 55,000.	The revised MSA program was effective with all cohorts that began study in the fall 2010 or beyond.
<b>RESEARCH TRIANGLE SCHOOLS PARTNERSHIP :</b>	(1) <i>Governance by 21st century systems</i> through	An MSA faculty member is on the steering committee	2013-2014 ongoing	~8500 students 2000	Principals and assistant principals served on the Coordinating Teams

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Orange County Schools	consultation and revision assistance.	of the RTSP.		employees	of the seven RTSP projects this year, participating in planning meetings and gaining ideas from one another as well as from other members of the Coordinating Teams on ways to strengthen these projects in particular and their schools more broadly
<b>SITE-BASED ORGANIZATIONAL PROFESSIONAL DEVELOPMENT SESSIONS:</b> Alamance- Burlington,, Camp Lejeune (DoD) Schools, Chapel Hill-Carrboro City Schools, Chatham County, Cumberland County,, Durham County,, Guilford County, Lee County, Moore County, Orange County, Person County, Wake County, Winston-Salem/Forsyth	(1) <i>Preparation of 21st century professionals</i> through review and revision of organizational norms and practices.	UNC MSA faculty provide formal training to all site-based internship mentors.  Over the course of a year, development sessions are held a minimum of six times with the university professor, the administrative intern and the mentor to discuss intern and organizational issues.	July 2013 - May 2014	37 interns ~20,000 students attend affected schools; greater than 50% of schools are Title I or otherwise disadvantaged.	Formal and informal feedback from mentors and students indicate the success of these site-based sessions. Growth is seen not only in the student but in the mentor and his/her administrative leadership style. Anecdotal feedback as well as focus group information obtained conducted accreditation visits indicates positive results for schools and learning communities as a result.
<b>TECHNOLOGY</b>	(1) <i>Governance</i>	For the Technology	Ongoing; ~6	8000	MSA faculty

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<b>INITIATIVE (ongoing):</b> Orange County	<i>and support by 21st century systems</i> through technology implementation as related to student achievement	Plan, MSA faculty continue to provide input. One three-hour session relating to technology planning and the use of technology as a means of improving student achievement in Orange County schools (in conjunction with Orange County Director of Media & Technology and the "MSA Problems in Educational Administration II" class).	sessions/meetings @ 3 hrs. = 18 hours	computers; 10,000 students and faculty	continue to collaborate with Orange County Schools in the area of technology and its uses for the improvement of instruction. Orange is highly regarded for its technology, its 1-to-1 initiatives and its emphasis on the use of technology for this purpose.
<b>PREPARATION OF 21ST CENTURY PROFESSIONALS</b> Alamance-Burlington; Chatham County; Orange County; Chapel Hill/Carrboro City Schools	(1) <i>Preparation of 21st century professionals</i> in regard to understanding of organizational change and leadership for new principals.	The MSA program has formal written agreements with these counties to operate MSA programming in those school districts. The MSA program specifically discusses in advance with central office personnel and utilizes situations that mirror the reality of the specific school district issues and challenges.	2013-2014 ongoing	UNC MSA alumni are in ~20 schools that serve ~28,000 students	New assistant principals/principals indicate that their instructional and organizational effectiveness and leadership development have been significantly shaped and have contributed to school-based instructional and managerial improvements, as well as the overall effectiveness of their schools.

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<b>PREPARATION OF 21ST CENTURY PROFESSIONALS:</b> Assistance to Fayetteville State University	(1) <i>Preparation of 21st century professionals</i> in regard to understanding of organizational change and leadership for new principals.	MSA Coordinator and Ed.D. coordinator met with and provided significant programmatic and coordination assistance to newly appointed MSA and Ed.D. coordinators at Fayetteville State University	April/May/June 2013, with continuation of mentor relationship through 2013-2014	All current and future MSA and Ed.D. students at FSU	UNC MSA and Ed.S. coordinators continue to make themselves available to new MSA and Ed.D. coordinators at FSU to provide assistance and counsel as requested

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	11
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	32
	Other	1	Other	3
	<b>Total</b>	<b>18</b>	<b>Total</b>	<b>47</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	6
	Other		Other	
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>6</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	2
	Other		Other	
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>2</b>



**B. Quality of students admitted to programs during report year.**

MSA	
MEAN GPA	3.46
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	302
MEAN GRE Traditional	1,031
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	7.08
NUMBER EMPLOYED IN NC SCHOOLS	58
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	

**C. Program Completers (reported by IHE).**

Program Area	Masters Degree		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
<b>LC</b> Completed program and applied for license				
School Administration	3	34	0	2
Comment or Explanation:				

**D. Time from admission into School Administration program until program completion.**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded		12	16			
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded			7			
G Licensure Only						
Comment or Explanation						